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ABSTRACT

This volume contains abstracts of 37 model New Jersey vocational programs that served disadvantaged students in fiscal year 1982. Included among the programs described are projects dealing with agriculture, agribusiness, the needs of pregnant teenagers, bilingual vocational business education, building trades, consumer education, work study, employment orientation, health occupations, vocational education for Hispanic youth, landscaping, marketing, masonry, welding, and work experience career exploration. Each abstract contains the following: the program title; a program contact person; the name and address of the school at which the project was implemented; the total disadvantaged population served; a breakdown of the population served according to sex, race, and disadvantaged category; an overview of the project; the project goals; essential elements of the program; and evaluation procedures and results. (MN)

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MODEL N.J. VOCATIONAL PROGRAMS SERVING THE DISADVANTAGED: AN ABSTRACT BOOK

A SERVICE PROVIDED BY:

THE EDUCATIONAL IMPROVEMENT CENTER-CENTRAL'S EDISON PROGRAM

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1982

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TABLE OF CONTENTS

TITLE PAGE.....III

TABLE OF CONTENTS.....V

FOREWARD.....IX

INTRODUCTION.....XI

LIST OF PROJECT TITLES.....XII

ABSTRACTS OF MODEL N.J. PROGRAMS SERVING THE DISADVANTAGED.....1

INDEXES.....75

PROJECT DIRECTORS.....76

EDUCATIONAL AGENCY.....77

MUNICIPALITY/SCHOOL DISTRICT.....78

FORWARD

New Jersey schools have been providing successful vocational-technical programs for disadvantaged individuals over a number of years, yet other New Jersey schools have not taken advantage of their success due to a lack of awareness of their existence.

This publication, and its companion media presentation, "Model N.J. Vocational Programs Serving The Disadvantaged: A Media Presentation" (A filmstrip available for loan through the New Jersey Occupational Resource Center, to be used independently or in conjunction with this abstract book) were developed to provide educators with an easy-to-use compendium of vocational programs serving the disadvantaged in New Jersey during fiscal year 1982.

Local projects, however exemplary, can only become significant models of replication when known to potential adopters. By making this information accessible to educators, the Educational Improvement Center/Central's Edison Program, and the N.J. State Department of Education, Bureau of Special Programs wishes to foster such duplication in districts where no programs exist. Likewise it is their desire to facilitate adoption, adaptation, and incorporation of improvements and innovations into already existing programs.

We are, indebted to the Bureau of Special Programs for assisting in identifying projects and providing information. We are also grateful to the many project directors whose abstracts were essential in the preparation of this catalog.

Complete information on these projects is available from the individual project directors, and members of the profession are encouraged to contact them directly.

INTRODUCTION

This publication contains abstracts of Model New Jersey Vocational Programs which served the disadvantaged in fiscal year 1982. Following a list of project titles, the Abstracts presented are arranged alphabetically.

Project information includes the title, legal name of district or institution, address, project director, information on the disadvantaged population served, and an abstract containing a project overview, summarized goals, essential elements of the program, and evaluation procedures and results.

The projects are indexed by:

- Project Director
- Educational Agency
- Municipality/School district

LIST OF PROJECT TITLES

PAGE

Agriculture/Agribusiness/Natural Resources.....1

An alternative Program For Pregnant Teenagers.....3

Basic Natural Resources.....5

B.H.S. Television.....7

Bilingual Vocational Business Education for LEP'S.....9

Building Trades 11

Consumer Education.....13

Consumer/Community Education 16

Cooperative Home Economics.....18

Cooperative Home Economics Education.....20

Coupled Work Study 22

Distributive Education III.....24

Employment Orientation/Cinnaminson.....26

Employment Orientation/Newark 28

Employment Orientation/Paramus.....30

Employment Orientation/Paramus 31

Employment Orientation-Alternative II.....33

Employment Orientation-Aviation Careers.....34

Employment Orientation Youth.....36

Health Occupations.....38

Hispanic Vocational Education.....40

Landscaping (Horticulture)/Deptford.....42

Landscape/Horticulture-Sewell.....44

Marketing and Distributive Education 46

Masonry 48

PAGE

Project Promise.....50

School Year Work/Study 52

Student Alternatives In Vocational Education.....54

Vocational Agriculture 58

Vocational Outreach Program 60

Welding 62

Work Experience Career Exploration Program/ Asbury Park.....63

Work Experience Career Exploration Program/Lakewood 65

Work Experience Career Exploration Program/Perth Amboy 67

Work Experience And Career Exploration Program.....69

Work Experience Co-op Education Program 71

Work Study.....73

PROGRAM TITLE: AGRICULTURE/AGRIBUSINESS/NATURAL RESOURCES

CONTACT PERSON: ANTHONY J. JESTRICH

TELEPHONE: (609) 625-2242, EXT. 255 TITLE AGRICULTURE TEACHER

SCHOOL NAME: OAKCREST HIGH SCHOOL

ADDRESS: MAYS LANDING, NEW JERSEY 08330

TOTAL DISADVANTAGED POPULATION SERVED 58

SEX

MALE: 41

FEMALE: 17

RACE: WHITE

DISADVANTAGED CATEGORIES: INSUFFICIENT COMMUNICATION SKILLS: INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE; FAMILY/HOME ENVIRONMENTS

OVERVIEW

The Oakcrest High School Agriculture/Agribusiness/Natural Resources Program for the disadvantaged targets those students who are characterized as lacking in sufficient communication and computation skills, potential dropouts, or two years below grade for age.

The results of an initial community survey conducted in 1960 and subsequent surveys conducted by the local agricultural advisory board, have revealed a projected need for students trained in the area of ornamental horticulture.

GOALS

The goals are:

(1) To train for employment in agriculture, specifically: Landscape establishment and maintenance; turf maintenance as related to golf courses; greenhouse plant production, floral design; garden centers; nursery establishment and maintenance.
(2) To foster post high school education, non-degree programs, two year certificate programs and four year degree programs.
(3) To foster an appreciation of agricultural sciences as related to everyday living.

ESSENTIAL ELEMENTS OF THE PROGRAM

Evidence shows that disadvantaged students achieve beyond their expected abilities due to the multitude of skills and activities offered by this program. These disadvantaged students are able, as a result of the Cakcrest Program to make transitions to post-high school education; and able to adapt to everyday living in which agriculture plays a vital role.

ESSENTIAL ELEMENTS OF THE PROGRAM (continued)

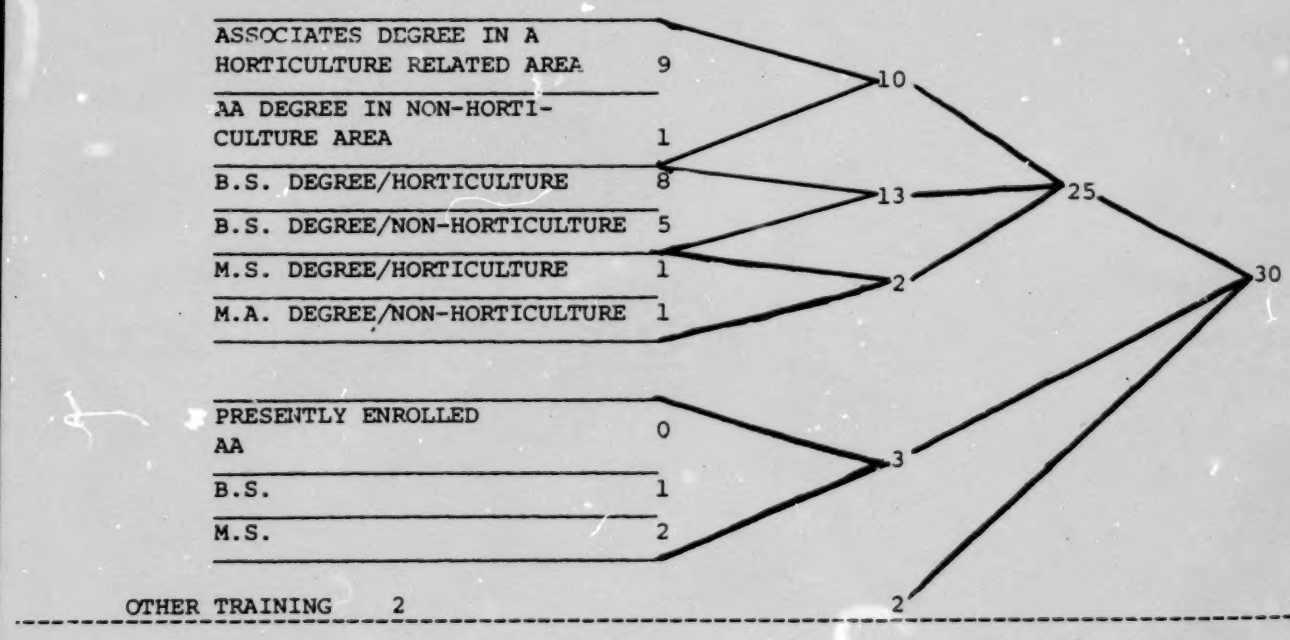
The local community business has contributed to the program; employing disadvantaged students; offering services through class presentations and field trips; financial support of various FFA earning projects.

The program is providing the community with skilled employees in the field of ornamental horticulture and responsible citizens with an understanding of community involvement; community improvement services; and adult education programs.

EVALUATION PROCEDURES AND RESULTS

Records are maintained on every student completing the program. The formation of the Future Farmers of America Alumni Association affords yet another opportunity to keep in touch with the program's graduates.

The following are results obtained in a 1980 graduate survey.



EMPLOYED HORT. RELATED	38
EMPLOYED NON-HORTICULTURE	6
	44
UNEMPLOYED	4
UNKNOWN	1
TOTAL	49

PROGRAM TITLE: AN ALTERNATIVE PROGRAM FOR PREGNANT TEENAGERS

CONTACT PERSON: HARRIET BLOOMFIELD

TELEPHONE: (201) 558-3001 **TITLE** COORDINATOR OF CHILD STUDY TEAMS

SCHOOL NAME: MITCHELL BUILDING

ADDRESS: 500 N. BROAD STREET

ELIZABETH, NEW JERSEY 07207

TOTAL DISADVANTAGED POPULATION SERVED APPROXIMATELY 45 *

*DUE TO THE NATURE OF THE CLASS ENROLLMENT FLUCTUATES, NEW GIRLS ARRIVING AS OTHERS RETURN TO THE BASIC SCHOOL.

SEX

MALE: 0

FEMALE: 45

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Alternative Program for Pregnant Teenagers is designed as an on-going course to enable such students to continue to be involved in skills and concepts which will contribute to their preparation for the occupation of homemaking (Consumer & Homemaking Education). Since the class is composed totally of pregnant teenagers, homemaking is especially important for both personal and family satisfaction.

In addition to their pregnancies, these disadvantaged students are often chronic discipline problems, are insufficient in communication and computation skills, potential drop-outs, and are at least two years below grade for age.

The Special Health Class was established to keep the pregnant teenagers in a school program and to encourage them to complete their education after their babies are born. In addition to completing grade level requirements, each disadvantaged student takes courses in pre-natal nutrition, nutrition for children, child care and development, consumer education, clothing selection and contruction. Each course is directed towards the immediate needs of the students as they begin the child rearing process.

GOALS

The goals are: 1) To encourage disadvantaged students to complete their education after their babies are born; 2) To prepare these students for the vocation of homemaking; 3) To provide a viable alternative to students who might otherwise drop out of school when faced with an early pregnancy.

ESSENTIAL ELEMENTS OF THE PROGRAM

Since the Elizabeth Board of Education established the Alternative Program for Pregnant Teenagers, the local community has become increasingly aware of this program through personal contact or acquaintance with students who have been able to continue their education due to the program's existence.

Local health and social agencies have become involved in the supervision of each disadvantaged student in the program. A day-care center has been developed in the local community to provide for infant care as the students return to regular classes. The Special Health Class contributes to the successful completion of the educational program offered in Elizabeth by providing an alternative to a student who might otherwise drop out of school when faced with an early pregnancy. Instead, the pregnant teenager is encouraged to keep up with her peers and upon return to the base school she is often on level with her classmates and has made significant improvement in her own school work due to the individualized attention by teachers in the Special Health Class.

EVALUATION PROCEDURES AND RESULTS

At the completion of this program the participating students can be expected to return to the base school and continue the natural progression of their education. Guidance counselors follow up on rescheduling the students into their classes. No formal program follow-up study was indicated.

PROGRAM TITLE: BASIC NATURAL RESOURCES

CONTACT PERSON:

TELEPHONE: (201) 383-1900 TITLE

SCHOOL NAME: NEWTON HIGH SCHOOL

ADDRESS: 44 RYERSON AVENUE

NEWTON, NEW JERSEY 07860

TOTAL DISADVANTAGED POPULATION SERVED 24 STUDENTS

SEX

MALE: 20

FEMALE: 4

RACE: WHITE

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Newton High School Basic Natural Resources Program is designed to aid those students who have been designated as disadvantaged. Many of the students participating in this program have been characterized as chronic discipline problems, as having insufficient communication and computation skills, potential drop-out, and/or two years below grade for age.

Sussex County's leading industry is recreation. It, therefore, becomes important for the young people of the area to gain a basic understanding of the field. Programs in natural resources develop an awareness and training in the necessary skills for entry-level jobs in environmental recreation.

GOALS

The Natural Resources Program at Newton High School allows each disadvantaged child to develop an awareness of the world of soil, water, air, and recreation that is his or her environment.

Occupational programs in Natural Resources are developed in much the same way as programs in the vocational area. Disadvantaged students learn by practical application and doing the jobs related to environmental education. An example of this process of learning is timber management, where students learn to select trees, use a biltmore stick, and operate a chain saw.

In essence, the primary goal of this program is to provide training and skills associated with our natural resources, recreation, and the environment.

ESSENTIAL ELEMENTS OF THE PROGRAM

The educational goals within the program contribute to and make it possible for disadvantaged students to remain in school by giving them experiences in outdoor recreation, environmental conservation of our land, water, and other forms of natural resources.

Since the program in Natural Resources is based on practical application in the learning process, the program not only uses the facilities in the high school such as the greenhouse, shop and grounds, but also makes use of many state, private, and federally owned lands. They include Green Acres, Stokes Forest, Delaware Water Gap National Recreation Area, local farms, industrial parks, (Hyper Humus), and Thunder Mountain Education Center.

EVALUATION PROCEDURES AND RESULTS

The Newton High School Basic Natural Resources program is evaluated by the stipulation of behavioral objectives which include those skills which a student must perform before completion of the course. These skills include differential leveling, operation of chain saws, forestry measurement devices, and planting trees. No specific data are available at this time.

PROGRAM TITLE: B.H.S. TELEVISION

CONTACT PERSON: RONALD FILLER

TELEPHONE: (609) 451-0122 TITLE COORDINATOR

SCHOOL NAME: BRIDGETON HIGH SCHOOL

ADDRESS: WEST AVENUE

BRIDGETON, NEW JERSEY 08302

TOTAL DISADVANTAGED POPULATION SERVED 46 STUDENTS

SEX

MALE: 32

FEMALE: 14

RACE: AMERICAN INDIAN, ASIAN, BLACK, WHITE

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; POTENTIAL DROPOUT: TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Bridgeton High School Television Project is designed to prepare disadvantaged students for entry level careers in Television Journalism and Technology. The project targets students who are disadvantaged as a result of insufficient communication skills and/or have difficulty in forming responsible relationships in the traditional classroom environment without special assistance; these students are viewed by school officials as potential dropouts because of their lack of success in conventional academic programs. The B.H.S. Television Project aids this targeted group of students by placing participants into contact with the advance technology characteristic of the television industry and by exposing them to television news reporting techniques.

GOALS

The B.H.S. Television Project seeks to accomplish three primary tasks: 1) to facilitate and encourage a greater level of communication between the school system and the local community; 2) to improve the participants' communication skills through contact with the fields of television journalism and technology, in combination with an unstructured classroom environment; 3) to provide disadvantaged students with an opportunity for finding success in school activities involving complex technical skills.

ESSENTIAL ELEMENTS OF THE PROGRAM

The B.H.S. Television Project combines career training, in television journalism and technology, with an innovative learning format that utilizes advance technology and face-to-face interaction between student and teacher. Students improve both academic and career skills while providing mass media coverage of city services, city council meetings, and other civic functions. The project strives to place its participants and the general community into situations that will result in the greatest degree of personal contact.

EVALUATION PROCEDURES AND RESULTS

The B.H.S. Television does not acknowledge the use of a formal evaluation procedure. However, the disadvantaged student participants are tracked by project administrators with an expectation of eventual career entrance into cable/traditional television or television related industries. The project aids in this programmatic approach to "results" by developing with the student various video tapes for use in auditions.

PROGRAM TITLE: BILINGUAL VOCATIONAL BUSINESS EDUCATION FOR LEPS

CONTACT PERSON: GINA GUALINO, FRED CARRIGG

TELEPHONE: (201) 348-5814
(201) 865-2080 TITLE COORDINATORS

SCHOOL NAME: EMERSON HIGH SCHOOL

ADDRESS: 318-18th STREET

UNION CITY, NEW JERSEY 07087

TOTAL DISADVANTAGED POPULATION SERVED 20 LIMITED ENGLISH SPEAKING STUDENTS

SEX

MALE: 4

FEMALE: 16

RACE: ASIAN, HISPANIC

DISADVANTAGED CATEGORIES : LIMITED ENGLISH PROFICIENT; INSUFFICIENT COMMUNICATION SKILLS

OVERVIEW

A look at the 1981-82 high school/vocational school enrollment figures in Union City more than justifies a need for an on-site LEP (Limited English Proficient) vocational program. Of the 2,800 high school students, 580 (20%) are classified LEP and are in a bilingual program. However, of the 91 Union City students enrolled in the Hudson County Area Vocational Technical School, only 6 students (6%) are LEP (Limited English Proficient).

Under the vocational training programs currently available, LEP students are required to learn the English language prior to entering a vocational program, a critical factor that causes a delay in vocational training and subsequent skill acquisition, resulting in LEP students being qualified for lower level skill jobs and lower wages than other vocational students.

The approach provided by the Emerson High School Bilingual Vocational Business Education for LEPs, that is, bilingual vocational training in English and Spanish with VESL (Vocational English as a Second Language) instruction provided concurrently, will better serve the needs of LEP students by eliminating the delay in vocational skill acquisition while English skills are being acquired.

GOALS

The goals are: 1) To provide a full range of educational and occupational opportunities relevant to LEP students; 2) To provide the competency in the English language that is necessary for successful participation in the world of work; 3) To develop self-assessment skills, job-seeking skills, job-getting skills, job-holding skills necessary for successful participation in the world of work; 4) To prepare each LEP student with specific vocational business skills necessary for entry into employment or further training; 5) To provide hands-on experiences designed to meet the special needs of LEP students in fulfilling their vocational career development;

6) To provide positive learning experiences to counteract past failures due to language limitations; 7) To train teachers to develop resources and strategies sensitive to the needs of LEP students.

ESSENTIAL ELEMENTS OF THE PROGRAM

The bilingual Program-Parent Advisory Council has formed a specific subgroup council to work with the Bilingual Vocational Business Education Program for LEPs.

It is anticipated that program students will enter into vocational fields and begin to fill the vacuum which currently exists for bilingual personnel.

EVALUATION PROCEDURES AND RESULTS

While no specific evaluation procedure was indicated, it is expected that disadvantaged students who participate in this program will develop bilingual skills and knowledge necessary for entry into an occupation.

The intended outcomes for the LEP students who complete at least one year of the program are: 1) To improve competency in the English language; 2) To acquire specific occupational (business) skills; 3) To improve competency in basic academic skills; 4) To develop an awareness of one's values, abilities, and interests; 5) To identify personal values; 6) To use and apply self-knowledge toward formulating career goals; 7) To develop initiative amd responsibility; 8) To develop positive work attitudes and habits.

PROGRAM TITLE: BUILDING TRADES

CONTACT PERSON: DANIEL BORELLI

TELEPHONE: (609) 767-8000 TITLE VOCATIONAL DIRECTOR

SCHOOL NAME: OVERBROOK REGIONAL SENIOR HIGH SCHOOL

ADDRESS: TURNERVILLE ROAD

PINE HILL, NEW JERSEY 08021

TOTAL DISADVANTAGED POPULATION SERVED 59 STUDENTS

SEX

MALE: 59

FEMALE: 0

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS: INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT.

OVERVIEW

The Overbrook Regional Senior High School Building Trades Program for the Disadvantaged is designed to target those students who have been characterized as chronic discipline problems, lacking in sufficient communication and computation skills, or as potential drop-outs.

Whether employed in industry or self-employed, carpentry and other building trade skills can provide the disadvantaged student with an opportunity for a lifetime of financial security.

GOALS

The goals are: 1) To provide job entry skills in carpentry and related building trades occupations; 2) To provide opportunities to develop safe work habits; 3) To develop the attitudes necessary for success in employment.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Overbrook Regional Senior High School Building Trades Program for the disadvantaged is a valid educational learning experience which provides these students with the opportunity to attain entry level job skills and to develop competency in trade related math and communications. The program also stresses the importance of safe work habits and proper work attitudes.

At the request of church and other non-profit organizations, the students participating in this program often embark upon community-based projects.

EVALUATION PROCEDURES AND RESULTS

In addition to the necessary state reports, a follow-up study is conducted annually. Data indicate that the majority of this program's graduates have found employment in building trade occupations. They tend to remain in the trade, and many former students have become successfully self-employed business people.

PROGRAM TITLE: CONSUMER EDUCATION

CONTACT PERSON: JEAN SMITH

TELEPHONE: (609) 387-2614 TITLE CONSUMER ED TEACHER

SCHOOL NAME: ROBERT STACY SCHOOL

ADDRESS: HIGH AND BELMONT STREETS

BURLINGTON, NEW JERSEY 08016

TOTAL DISADVANTAGED POPULATION SERVED 138 STUDENTS

SEX

MALE: 73

FEMALE: 65

RACE: ASIAN, BLACK, WHITE

DISADVANTAGED CATEGORIES: INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS: POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Robert Stacy School Consumer Education Program introduces, disadvantaged children to practical living skills that will help them to become more self-reliant. The areas addressed by this program include foods and nutrition, sewing, money management, housing and equipment, child and human development, consumer education, career exploration and improving personal appearance. The students identified as disadvantaged show evidence of insufficient communication and computation skills, of being potential drop-outs; and are two years below grade for their age. The Consumer Education Program targets children from financially deprived and/or homes where adults are at work when the children return from school, forcing these students to rely upon their own resources.

GOALS

The goals are: (1) To provide experience in the following areas:

A. To develop an understanding of money management.
B. To aid disadvantaged students in becoming aware of themselves as individuals.
C. To aid disadvantaged students in becoming aware of their role in school and in their home life.
D. To aid disadvantaged students in developing an appreciation of the family.
E. To develop skills in clothes care.
F. To provide knowledge that will enable disadvantaged students to make wise food choices.

GOALS (continued)

G. To develop skills in food handling.
H. To make disadvantaged students aware of ways to save energy in the home.
I. To make disadvantaged students aware of the expenses involved in operating a home.
J. To make disadvantaged students aware of the physical aspects of the home.
K. To expose disadvantaged students to career possibilities in Home Economics and other fields.
L. To enrich the disadvantaged student's learning in other areas.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Robert Stacy School Consumer Education makes the students aware of how their academic skills interface with their daily lives. It introduces these disadvantaged students to a variety of subject areas, enabling them to become aware of fields for which they have natural aptitudes. This program enhances the learning of basic skills by incorporating Reading, Math and critical thinking skills. As a result of exploring various fields of job opportunities in their community, these students develop career interests they would otherwise not have realized until adulthood.

Informal conferences with parents are held monthly in the Consumer Education classroom at the Robert Stacy School. At the beginning of the school year each teacher explained their program; and in succeeding meetings' the parents have an opportunity to discuss any phase of the children's learning with the teachers. This process also enables the parents to examine and become familar with the teaching aids and the subject areas taught.

The community impact of this program has taken many forms in 1979-81 state monies were provided for a nutrition education program that directly involved family members. In 1979 a cookbook was compiled by children, parents and staff of the Robert Stacy School. This specific project was concluded with a parents' luncheon. In order to reach more parents in 1980-81, the disadvantaged students prepared nutritious foods in school and took them home. The community also supplied radio coverage of the nutrition program.

The community, in general, is supportive of this program. The students often take field trips to local business establishments, where they are warmly welcomed.

The Robert Stacy School Consumer Education Program strives to help the disadvantaged students to understand their role in society, which will enable them to grow into responsible citizens and independent resourceful adults.

EVALUATION PROCEDURES AND RESULTS

It is evident, from their enthusiasm to learn these skills and the reports from parents of their follow thru at home, that the students put their obtained skills to work in their daily lives. It is believed that at the conclusion of their participation in this program, disadvantaged students should have some understanding of their role in society as it regards the family, school and the community. Their understanding of the economic system should help these students see the interrelationship between the need to work in order to earn a living and be an independent person; and the need for workers to keep the community in running order.

PROGRAM TITLE: CONSUMER/COMMUNITY EDUCATION

CONTACT PERSON: CATHLEEN A. MCCOY

TELEPHONE: (201) 684-0106 TITLE COORDINATOR CONSUMER COMMUNITY EDUCATION

SCHOOL NAME: PASSAIC COUNTY LEARNING CENTER/A SATELLITE OF THE PASSAIC CO. TECH & VOC H.S. ADULT DIVISION

ADDRESS: 45 SMITH STREET

PATERSON, NEW JERSEY 07505

TOTAL DISADVANTAGED POPULATION SERVED 3,653 STUDENTS

SEX

MALE: 1228

FEMALE: 2425

RACE: BLACK, WHITE, HISPANIC, OTHER

DISADVANTAGED CATEGORIES: THOSE FACTORS WHICH ALLOW ADULTS TO BE ELIGIBLE FOR ENROLLMENT IN THE PASSAIC CO. LEARNING CENTER OR TO BECOME MEMBERS OF COMMUNITY GROUPS, I.E. SENIOR CITIZEN CENTERS.

OVERVIEW

Passaic County is divided into an up and down county. The upper county is rural in nature. The down county is urban/suburban and contains more than 75% of the population in 1/3 the area. Also in this down county area the percentage of population 65 years and older has substantially increased. Passaic County; in general has had extremely high rates of unemployment. Passaic County Learning Center is located in Paterson, part of the down county. Paterson's unemployment rate has exceeded statewide unemployment by more than 5%. The county (excluding Paterson) has a FY 1982 unemployment of 9.8%. The City of Paterson's unemployment rate has been projected to increase over the coming years.

The economically disadvantaged have a constant struggle to stretch limited financial resources to meet the increasing cost of living. Th Family Living and Consumer Education For Out-Of-School Youth and Adults Program is meeting the needs of Passaic County residents by providing skills in the processes involved in making like choices. This is done through programs such as: Money Management; Nutrition; Parenthood Education; Energy Conservation; Health Care Delivery Systems; Court Systems; Tenant/Landlord Laws;

GOALS

The goals are: (1) To prepare students and community in the skills, concepts and discernments necessary to cope with day-to-day living. (2) To inform and create an awareness of the various resources available to the disadvantaged Passaic County Community. (3) To prevent consumer fraud.

PROGRAM TITLE: COOPERATIVE HOME ECONOMICS

CONTACT PERSON: JANET A. GARDNER

TELEPHONE: (201) 373-3200, EXT 264 TITLE TEACHER/COORDINATOR

SCHOOL NAME: IRVINGTON HIGH SCHOOL

ADDRESS: 1253 CLINTON AVENUE

IRVINGTON, NEW JERSEY 07111

TOTAL DISADVANTAGED POPULATION SERVED 18-21 STUDENTS, GRADE 12

SEX

MALE: 7

FEMALE: 11

RACE: BLACK, WHITE

DISADVANTAGED CATEGORIES: ADOLESCENT PARENT; CHRONIC PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Irvington High School Cooperative Home Economics (CHE) Program assists disadvantaged students in entering the world of work. The program teaches the application of home economics-related skills to students who are employed in supervised entry level positions. The majority of students who apply to the Cooperative Home Economics program have never been employed, are uncertain about career goals, or have problems functioning in a traditional academic full-day program.

GOALS

The primary objective of the Cooperative Home Economics (CHE) program is to provide disadvantaged students with the skills necessary for obtaining future employment in home economics career areas. In addition, the CHE program offers students the opportunity to demonstrate positive change and growth in attitudes, behavior, and personal appearance in school and on the job.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Cooperative Home Economics (CHE) Program works closely with local employers. Approximately 75% of current employers indicate a willingness to participate year after year. The CHE also employs an advisory committee comprising local business leaders, professionals, and civic leaders to provide advice for upgrading the program's administration and to increase the pool of prospective local employers.

The program emphasizes the importance of students utilizing skills acquired in school to earn an income. The program helps to retain the potential drop-out, as students must attend school in order to work.

Students practice and develop teachniques for securing employment, and develop specific occupational skills that will aid in furure employment in Home Economics' areas.

EVALUATION PROCEDURES AND RESULTS

Disadvantaged students who successfully complete this program gain the skills necessary for entry level employment in Home Economics career areas. Of the sixteen students successfully completing the program in June 1981, nine students have remained employed with their cooperative education employer, three attend two-year college, two attend a four-year program, and two are "status unknown".

A one-year follow-up study is done by telephone, through personal contact, and by informal reporting via classmates, friends, or family. The program also conducts a five-year follow-up study.

PROGRAM TITLE: COOPERATIVE HOME ECONOMICS EDUCATION

CONTACT PERSON: LUCIAN. J. JANIK

TELEPHONE: (201) 826-3360, EXT 264-265 TITLE TEACHER/COORDINATOR

SCHOOL NAME: PERTH AMBOY HIGH SCHOOL

ADDRESS: EAGLE AVENUE AND FRANCIS STREET

PERTH AMBOY, NEW JERSEY 08861

TOTAL DISADVANTAGED POPULATION SERVED 45 STUDENTS

SEX

MALE: 11

FEMALE: 34

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; TWO YEARS BELOW GRADE FOR AGE; UNSTABLE HOME LIFE, POOR HOME ENVIRONMENT; LITTLE OR NO EXAMPLE SET BY PARENTS.

OVERVIEW

The Perth Amboy High School Cooperative Home Economics Education Program for disadvantaged students is designed to instill in their participating students the skills necessary to work with people and the public. This goal is incorporated into the process of learning about a particular field. Participating students are generally characterized as disadvantaged due to chronic discipline problems, insufficient communication and computation skills, they are two years below grade for age, they have an unstable/poor home environment.

GOALS

The course objectives are: 1) To develop an understanding of the world of work; 2) To develop vocational skills through work experiences; 3) To develop an awareness of occupational opportunities; 4) To develop positive attitudes for the job, school, and social life; 5) To develop student acceptance of responsibilities to the school and employer; 6) To develop cooperation between the students, employer, and co-workers; 7) To develop skills necessary to increase each student's employability; 8) To develop the ability of the student to accept constructive criticism; 9) To supply a smooth transition from full time school to full time employment through part time work experience; 10) To assist students in improving learning disabilities to insure more successful employment; 11) To develop an attitude for wise use of time; 12) To increase the educational development of the student through provision of both theoretical classroom knowledge; 13) To enhance the social and emotional development of the student; 14) To develop an appreciation for making a contribution to society and thereby accent the student's feelings of self-worth; 15) To prepare students to meet successfully the problems they face in adult life; 16) To develop competency in their jobs and their ability to succeed in those jobs; 17) To develop the needs and goals of the student;

18) To develop initiative and more positive attitudes; 19) To develop good grooming and become socially more mature; 20) To develop the student's individual abilities, capacities, and talents; 21) To develop traits of responsibility and self-reliance; 22) To secure training stations that are applicable to the career objective of the student; 23) To aim for a better understanding of mutual problems of consumer, employer, and employee; 24) To provide individual activities which enrich the student's career objective.

ESSENTIAL ELEMENTS OF THE PROGRAM

Cooperative Home Economics Education (CHEE) interfaces with the business community and several social agencies while providing job training stations for their paricipating students. Functioning in the business community enables these disadvantaged students to apply much of their classroom learning and information to real-life situations. In so doing these young people are able to visualize their roles in society and how, very often, those roles are determined, or at least influenced by their education. The overall impact of CHEE is to produce responsible citizens.

EVALUATION PROCEDURES AND RESULTS

Data indicate that many of the participating students remain in co-op jobs either on a part-time or full-time basis while continuing their educations. CHEE has enabled these students to focus on specific career interests through on-the-job experiences. No formalized method of follow-up was indicated.

PROGRAM TITLE: COUPLED WORK STUDY

CONTACT PERSON: CARL M. VIZZONI

TELEPHONE: (609) 989-2472 TITLE COORDINATOR, INDUSTRIAL ARTS

SCHOOL NAME: TRENTON CENTRAL HIGH SCHOOL

ADDRESS: CHAMBERS STREET & GREENWOOD AVENUE

TRENTON, NEW JERSEY 08629

TOTAL DISADVANTAGED POPULATION SERVED 4,100 STUDENTS

SEX

MALE: 2,051

FEMALE: 2,059

RACE: AMERICAN INDIAN, ASIAN, BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEM INSUFFICIENT COMMUNICATION SKILLS: INSUFFICIENT COMPUTATION SKILLS, POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Coupled Work-Study Program of the Trenton Public Schools is designed to help special need youngsters overcome their academic, socio-economic, or other handicaps and give them vocational job-training so that they may have a better educational experience and a realistic orientation to the world of work.

The students in this program have been designated as disadvantaged or special needs due to their lack of sufficient communication and computation skills, chronic discipline problems, they are considered potential drop-outs, and are generally two years below grade for age.

GOALS

The goals are: 1) To develop acceptable and safe work habits with an appreciation for the employer's responsibility and respect for property; 2) To develop the ability to work independently as well as cooperatively with labor and management personnel; 3) To provide training experiences in a variety of operations in specific occupational areas, clusters of occupations or occupational mixes; 4) To negate the devastating effects of economic deprivation on students' goals, and vocational aspirations; 5) To develop marketable skills in the use of concepts, methods, tools, and processes basic to the vocational area (s); 6) To develop problem solving skills related to the vocational area (s).

ESSENTIAL ELEMENTS OF THE PROGRAM

The activities and content of this program are varied. The staff attempts to give the students a knowledge of tools and equipment used in various vocational fields. Likewise, they assist these disadvantaged students in developing an understanding of the requirements necessary for entry into employment. These students are strongly motivated to study the materials used in his/her field of work. Employee and employer responsibilities are stressed.

In this program, the disadvantaged student spends a two hour block of time in vocational shop training and a four hour block of time is allocated for work experience in state or city agencies, for the purpose of on-the-job training, in non-hazardous occupations. This program involves approximately two hundred (200) students, ages 15 to 20.

Areas of exposure include the following:

1. OFFICE PRACTICE
2. BEAUTY CARE
3. COMMERCIAL FOODS
4. HOSPITALITY
5. ENGINE TUNE-UP
6. SMALL MOTOR REPAIR
7. PRINTING
8. ELECTRICAL CONSTRUCTION
9. SHEET METAL
10. AUTO BODY
11. ELECTRONICS
12. ASSEMBLY LINE (WOOD SHOP)
13. CHILD CARE
14. MACHINE SHOP

EVALUATION PROCEDURES AND RESULTS

No formal method of evaluation and/or follow-up study were indicated. However, information points to an increased enrollment in vocational education.

PROGRAM TITLE: DISTRIBUTIVE EDUCATION III

CONTACT PERSON: WILLIAM SHERIDAN

TELEPHONE: (609) 825-8845 TITLE DISTRIBUTIVE EDUCATION COORDINATOR

SCHOOL NAME: MILLVILLE SENIOR HIGH SCHOOL

ADDRESS: WADE BOULEVARD

MILLVILLE, NEW JERSEY 08332

TOTAL DISADVANTAGED POPULATION SERVED 45 STUDENTS

SEX

MALE: 20

FEMALE: 25

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS, INSUFFICIENT COMMUNICATION AND COMPUTATION SKILLS, POTENTIAL DROPOUTS.

OVERVIEW

The Millville Senior High School Distributive Education Program III is designed to prepare disadvantaged students for initial employment, career development, and post secondary education in the fields of marketing and distribution. Those students designated as disadvantaged, in this case, include chronic discipline problems, those with insufficient communication and computation skills and potential drop-outs.

GOALS

The goals are to enable the disadvantaged student to:

(1) Communicate with others by means of written and oral language.
(2) Understand and use basic math skills for every day life.
(3) Identify, solve, and evaluate problems.
(4) Make career development choices both academically and vocationally.
(5) Work and think independently and creatively.
(6) Develop a good self image.
(7) Develop goals and values in order to function as a productive citizen.
(8) Develop an appreciation of other people and their feelings.
(9) Develop moral, ethical, and spiritual values.
(10) Develop a desire for learning now and in the future.
(11) Develop vocational competence and realization of economic responsibilities

ESSENTIAL ELEMENTS OF THE PROGRAM

As a cooperative education program, the Millville Senior High School Distributive Education III depends largely on the level of involvement of the local business community for its success. The local business community of Millville has consistently supplied the D.E. Program with all of its disadvantaged student job opportunities.

All disadvantaged students participating in this course program must successfully complete at least one year and in many cases, two years of D.E. instruction. The program consists of a minimum of 15 hours of employment a week, in a business firm recognized by the school as a training station, and five hours of related classroom instruction. Each student, by this point, with the assistance of counselors, has established some career objectives; his/her job placement is therefore generally geared to helping them obtain those objectives. The areas of instruction are primarily economic understanding, product-service knowledge, communication, human and public relations, marketing, business operations, and personality development. The method of instruction and specific instructional areas vary greatly from student to student depending on his/her career objectives and employment. The key words heard are "work related". If the student's job is helping him/her reach their career objectives, then the related classwork and DECA club activities are used to complement and enhance the student's work experience. If the student's employment is deficient in certain areas, the related classroom work will be used to supplement the on-the-job-experience.

EVALUATION PROCEDURES AND RESULTS

The program's employment level is consistently above 95%, and the D.E. students as a group are paid wages in excess of $100,000. a year. This program's enrollment level is over 10% of the secondary school population.

The follow-up procedures utilized, by this program, are those prescribed by the N.J.Department of Education, Vocational Division. Additional follow-up surveys are completed by both the school's Business and Guidance Departments. Data indicates that many of these disadvantaged students advance at their work station, several have risen to managerial positions and currently manage D.E. students. In addition, the vast number of D.E. graduates are enrolled in Colleges and post secondary schools throughout the State.

PROGRAM TITLE: EMPLOYMENT ORIENTATION

CONTACT PERSON: DAVID ARMBRUSTER

TELEPHONE: (609) 829-7600 TITLE INSTRUCTOR

SCHOOL NAME: CINNAMINSON HIGH SCHOOL

ADDRESS: RIVERTON ROAD

CINNAMINSON, NEW JERSEY 08077

TOTAL DISADVANTAGED POPULATION SERVED 70 STUDENTS

SEX

MALE: 30

FEMALE: 40

RACE: BLACK, WHITE

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS: INSUFFICIENT COMMUNICATION SKILLS: INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Cinnaminson High School Employment Orientation Program addresses a special needs population of disadvantaged students who have fallen behind in the standard academic program. Development of entry level job skills and positive work habits permit such students to experience success in their career choices despite their low achievement in academic curricula.

GOALS

The Cinnaminson Employment Orientation Program is a supplemental curriculum which is designed to prepare its targeted disadvantaged students to enter the "working world". Specific job entry skills are developed in students that will be necessary for them to acquire and retain employment.

ESSENTIAL ELEMENTS OF THE PROGRAM

Employment Orientation Program graduates continue their career studies by participation in work study programs, summer, and entry level employment opportunities. A fully functional school cafeteria which is manned and operated by program participants gives further evidence of this program's involvement in the community.

Employment Orientation at Cinnaminson High School provides participating disadvantaged students, on a coninual basis, with the physical skills and psychological attitudes necessary to succeed as productive members of society.

EVALUATION PROCEDURES AND RESULTS

To date, no specific studies have been conducted pertaining to the employment retention of Cinnaminson High School Employment Orientation graduates.

However, information indicates Employment Orientation graduates generally go on to gainful employment. It is also believed that the experience and skills gained through participation in the program aid students in getting and retaining jobs.

Students who complete E.O. are expected to go on to cooperative work study programs, further education, and/or employment.

PROGRAM TITLE: EMPLOYMENT ORIENTATION

CONTACT PERSON: ARTHUR SCAVONE

TELEPHONE: (201) 733-5149 TITLE: DEPT. CHAIRMAN

SCHOOL NAME: BARRINGER PREPARATORY SCHOOL

ADDRESS: 63 WEBSTER STREET

NEWARK, NEW JERSEY 07104

TOTAL DISADVANTAGED POPULATION SERVED 24 STUDENTS

SEX

MALE: 20

FEMALE: 4

RACE: HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Barringer Preparatory School Employment Orientation Program is designed to aid Limited English Proficient (L.E.P.) Students, identified by school officials as potential dropouts, chronic discipline problems or below grade performers. The Barringer Preparatory Program utilizes simulated work tasks as a method for strengthening the basic skills associated with general education. It is expected that program participants will be able to relate these learned skills to both specific and general application situations.

GOALS

The Barringer Preparatory Employment Orientation Program identifies three general objectives: 1) To strengthen the implications of general education by aiding LEP students in the development of basic skills related to the cognitive, psychomotor, and affective domains essential to the students' educational and social environments; 2) To expose program participants to as many basic skills as can be related to a wide variety of occupations; 3) To start these disadvantaged students on a path to personal success and self reliance.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Barringer Preparatory Employment Orientation Program relies primarily on the combining of practical work related skill activities with the techniques and goals of general education. The program employs an advisory council composed of former program participants and local community leaders.

EVALUATION PROCEDURES AND PROGRAM RESULTS

The Program tracks former participants to judge its effectiveness and impact. To date, The Barringer Employment Orientation Program has helped numerous disadvantaged students to stay in school, go on to post-secondary education, find meaningful employment. More importantly, some graduates have managed to combine work with continued education programs, such as college or technical training schools.

PROGRAM TITLE: EMPLOYMENT ORIENTATION

CONTACT PERSON: RONALD MAKARA

TELEPHONE: (201) 261-1566 **TITLE** INDUSTRIAL ARTS TEACHER

SCHOOL NAME: EAST BROOK MIDDLE SCHOOL

ADDRESS: EAST 190 SPRING VALLEY ROAD

PARAMUS, NEW JERSEY 07652

TOTAL DISADVANTAGED POPULATION SERVED 14 STUDENTS

SEX

MALE: 12

FEMALE: 2

RACE: WHITE

DISADVANTAGED CATEGORIES : CHRONIC DISCIPLINE PROBLEMS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The East Brook Middle School Employment Orientation Program is designed to aid disadvantaged students who have not experienced success in an academic setting. This lack of success has traditionally led to a lessening of self-esteem and lack of motivation on the part of these students. Development in job entry activities and positive work habits permits disadvantaged students to have career success despite lack of achievement in the academic curriculum.

GOALS

The goals are: 1) The improvement of student self-image; 2) The teaching of skills for future success in employment; 3) The prevention of student drop-outs.

ESSENTIAL ELEMENTS OF THE PROGRAM

The East Brook Middle School Employment Orientation Program interfaces with the school community through the operation of the student store. The Employment Orientation Program provides students with items for special days, at low cost. In addition, these disadvantaged students conduct programs of school improvement and beautification.

EVALUATION PROCEDURES AND RESULTS

Short Term - 1. Improvement in student attitude.
2. Improvement in academic achievement.
3. Regular conferences are conducted with teachers and guidance personnel regarding this achievement.

Long Term - 1. Attainment of the ability to obtain a job and be successful in that position.
2. There is no formal follow-up study at this time.

PROGRAM TITLE: EMPLOYMENT ORIENTATION

CONTACT PERSON: A. J. MANZI/H. DREYER

TELEPHONE: (201) 652-3907 TITLE VICE-PRINCIPAL

SCHOOL NAME: WEST BROOK MIDDLE SCHOOL

ADDRESS: ROOSEVELT BLVD

PARAMUS, NEW JERSEY 07652

TOTAL DISADVANTAGED POPULATION SERVED 23 STUDENTS

SEX

MALE: 11

FEMALE: 12

RACE: WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The West Brook Middle School Employment Orientation Program is designed to aid those students who have not experienced success in traditional academic settings. These disadvantaged students are characterized by insufficient communication and computation skills, chronic discipline problems, and are frequently two years below grade level for their age. This lack of success has traditionally led to lessening of self-esteem and lack of motivation on the part of these students. This program's aim is to alleviate these negative factors and thereby increase academic success through a non-traditional program.

GOALS

The goals are to: 1) Motivate students to remain in school; 2) Build self-esteem through successful hands-on activities; 3) Increase student's desire to improve academic skills; 4) Teach behavioral skills that will provide successful employment for students.

ESSENTIAL ELEMENTS OF THE PROGRAM

Student attendance has improved greatly because of the activities provided through this Employment Orientation Program. Students' positive attitudes and feelings are expressed openly. A sense of pride and accomplishment are evidenced through attractive salable items which are produced by these disadvantaged students and which are in great demand by students and parents alike. The school and local communities, by approving and buying these items, are in effect approving the students who make them. This builds esteem and pride in these students. This concept is carried over into mathematical and linguistics academics by the Employment Orientation teacher and project director.

EVALUATION PROCEDURES AND RESULTS

Periodically the guidance counselor evaluates individual students. This is accomplished through individual meetings with the youngsters after the counselor obtains feedback from classroom teachers and E.O. teachers.

Data indicates that as a result of this program students are able to: 1) Start work on time; 2) Work with minimum direction; 3) Work carefully and neatly; 4) Maintain a productive level through class period; 5) Is cooperative with fellow students; 6) Accepts constructive criticism.

In addition, the students' attitudes toward school and themselves are mostly positive.

PROGRAM TITLE: EMPLOYMENT ORIENTATION-ALTERNATIVE II

CONTACT PERSON: ROBERT R. WRIGHT

TELEPHONE: (201) 837-2232 EXT 732 TITLE ASST. PRINCIPAL

SCHOOL NAME: TEANECK HIGH SCHOOL

ADDRESS: 100 ELIZABETH AVENUE

TEANECK, NEW JERSEY 07666

TOTAL DISADVANTAGED POPULATION SERVED 73 STUDENTS

SEX

MALE: 31

FEMALE: 42

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROP-OUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Alternative II Employment Orientation Program is a "school within a school" established to service an ever-growing population of students whose academic and social needs were not being met in a traditional high school setting. In general, program participants are disadvantaged due to insufficient communication and computation skills and/or have difficulty in forming responsible relationships in a regular classroom environment. In addition, program participants have a tendency to become truants, behavioral problems, and drop outs.

GOALS

The Alternative II Program strives to meet one significant goal: to graduate competent graduates.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Alternative II Program consists of core subjects in Math, History, English, Reading, and Science. Interfaced in each subject area is the Employment Orientation Program which affords each disadvantaged student the opportunity for vocational and technical awareness and "hands-on" training. The Alternative II Program operates through small classrooms, in which students are able to establish positive levels of interaction with their teachers and other participants. The program also relies on strong community recognition and support.

EVALUATION PROCEDURES AND RESULTS

At this time the Teaneck Alternative II Employment Orientation Project has compiled a 70% success rate in graduating program seniors. Life goals of project participants include college, armed services, and a variety of vocations.

PROGRAM TITLE: EMPLOYMENT ORIENTATION-AVIATION CAREERS

CONTACT PERSON: JOSEPH DORIO

TELEPHONE: (201) 733-8689 **TITLE** INSTRUCTOR

SCHOOL NAME: SCIENCE HIGH SCHOOL

ADDRESS: 40 RECTOR STREET

NEWARK, NEW JERSEY 07102

TOTAL DISADVANTAGED POPULATION SERVED 17 STUDENTS

SEX

MALE: 9

FEMALE: 8

RACE: BLACK, WHITE

DISADVANTAGED CATEGORIES: INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The AVIATION CAREERS-EMPLOYMENT ORIENTATION program is designed to aid educationally disadvantaged students who have a history of failure in a traditional academic setting. This program places the targeted student group into a unique airport setting - Hanger 55 of Newark International Airport - for the purpose of providing hands-on aviation related activities. This project utilizes the field of aviation as a catalyst for improving the participants' basic academic skills and providing the target disadvantaged student group with an awareness of aviation career skills.

The AVIATION CAREERS-EMPLOYMENT ORIENTATION program focuses its exposure of these students on practical applications in the work world and career opportunities in ground based aviation occupations. The program draws heavily on the cooperation and support of aviation and aviation related industries.

GOALS

The goals are to:

1. Provide program participants with information on the various career occupations available in aviation and aviation related industries.
2. Motivate students to remain in school and obtain the requisite skills for obtaining employment.
3. Integrate academic studies with the realities of the work world. (Reinforce through "hands-on" activities those academic theories presented to students in a typical classroom situation.)
4. Dispel unrealistic expectations students may have related to the world of work.

ESSENTIAL ELEMENTS OF THE PROGRAM

The AVIATION CAREERS-EMPLOYMENT ORIENTATION project seeks the cooperation of aviation and aviation related industries to provide the catalyst for both on-site visitations, resource people, hands-on activities and employment opportunities for qualified program participants.

The program's central theme centers around the hands-on activities concept. This element of the project is viewed as the motivating force that will encourage disadvantaged students to continue their education and acquire recognized marketable skills.

EVALUATION PROCEDURES AND RESULTS

1. Comparison pre- and post program academic performance.
2. Analysis of post program participant employment success rate.
3. Placement of program participants in aviation or related industries.
4. Acceptance of program participants into the Air Traffic Controller School at Oklahoma City.

PROGRAM TITLE: EMPLOYMENT ORIENTATION YOUTH

CONTACT PERSON: JOSEPH C. COLOMBO

TELEPHONE: (201) 238-7577 **TITLE** DIRECTOR OF SPECIAL NEEDS

SCHOOL NAME: MIDDLESEX COUNTY VOCATIONAL & TECHNICAL HIGH SCHOOL

ADDRESS: 112 RUES LANE, P.O. BOX 220

EAST BRUNSWICK, NEW JERSEY 08816

TOTAL DISADVANTAGED POPULATION SERVED 310 STUDENTS

SEX

MALE: 260

FEMALE: 50

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT.

OVERVIEW

The Middlesex County Vocational & Technical Employment Orientation Youth Project is designed to meet a need in Middlesex County that previously has been left unaddressed. The project seeks to provide meaningful vocational education and career guidance to youths incarcerated in the Middlesex County Youth Detention Center. Participants in this program are viewed as being disadvantaged, since they lack sufficient communication and computation skills to perform adequately in an academic environment and often experience difficulty in forming responsible relationships in a regular classroom without special assistance. In general, the problem of providing career guidance and training to youths remanded to a detention center has been ignored not only in Middlesex County but through the state.

GOALS

The Employment Orientation Youth Project seeks foremost to provide a meaningful vocational educational experience to youths remanded to the County Youth Detention Center. In addition, the project strives to provide career counseling and guidance to participants in an attempt to develop within them trade skills and a desire to learn.

ESSENTIAL ELEMENTS OF THE PROGRAM

Recognizing that incarcerated youths receive no vocational experiences during the period of their incarceration, the Employment Orientation project brings into the facility the tools and materials needed to fill this void. This project involves the staff and professionals operating the detention center in the process of developing a career awareness program for the disadvantaged target group.

EVALUATION PROCEDURES AND RESULTS

Since the Employment Orientation Youth Project is still in a relatively incipient state, the follow-up data needed for a formal evaluation instrument is being developed. Nevertheless, reaction to the project from both students, faculty, and staff at the detention center has been very positive.

PROGRAM TITLE: HEALTH OCCUPATIONS

CONTACT PERSON: MRS BETTY ANNE MOAK

TELEPHONE: (609) 455-8030 **TITLE** COORDINATOR

SCHOOL NAME: BRIDGETON HIGH SCHOOL

ADDRESS: WEST AVENUE

BRIDGETON, NEW JERSEY 08302

TOTAL DISADVANTAGED POPULATION SERVED 24 STUDENTS

SEX

MALE: 0

FEMALE: 24

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Bridgeton High School Health Occupations Project is designed to offer realistic vocational education for Disadvantaged students interested in the Health Care field. The health care field is experiencing a period of expansion that will place it among those industries which will be major sources of future employment. The Health Occupations Project seeks to tap this industry's resources and offer its disadvantaged student participants training in a field that will lead to secure employment.

GOALS

The Bridgeton Health Occupations Project seeks foremost to provide its disadvantaged target group with the experience necessary for setting realistic career goals, while keeping these students in school.

The project also intends to prepare its students for employment in the health care field upon graduation from high school. The attainment of this goal is seen as a means of improving the self-esteem of the disadvantaged student.

ESSENTIAL ELEMENTS OF THE PROGRAM

The essential elements of this project are: 1) actual clinical experience in local health care facilities; 2) paid part-time employment for disadvantaged students enrolled in the program; 3) capitalizing upon the clinical aspect of the program, students are encouraged to set academic goals that may carry them into post-secondary education, and at the same time improve their attendance and performance in their current classroom environment; 4) subsequently, local health care facilities have the advantage of an employment pool that is already trained.

EVALUATION PROCEDURES AND RESULTS

The Health Occupations Project does not utilize a formal evaluation instrument. The project relies primarily on reports from graduated program participants, which focus on employment and educational status. Project administrations are also developing an alumni network and currently use their alumni for informal talks with project participants.

Reports indicate that most alumni, if they so desire, can find employment in this geographic area, or in other areas of the country. At a time when unemployment is rampant and South Jersey is devastated by an exodus of industry, the Bridgeton High School disadvantaged students who have participated in this Health Occupations Program, have the assurance that a job is available to them.

PROGRAM TITLE: HISPANIC VOCATIONAL EDUCATION

CONTACT PERSON: THOMAS J. WALLS

TELEPHONE: (609) 586-2121 **TITLE** DIRECTOR OF INSTRUCTION/ SPECIAL PROJECTS

SCHOOL NAME: MERCER COUNTY VOCATIONAL-TECHNICAL SCHOOLS

ADDRESS: 1085 OLD TRENTON ROAD

TRENTON, NEW JERSEY 08690

TOTAL DISADVANTAGED POPULATION SERVED 46

SEX

MALE: 26

FEMALE: 22

RACE: HISPANIC

DISADVANTAGED CATEGORIES: INSUFFICIENT COMMUNICATION SKILLS.

OVERVIEW

The Hispanic population of Mercer County approaches 10,000 and is concentrated in the center city of Trenton. Unemployment among minority youth in Trenton exceeds 40%. Many of the Hispanics in Trenton are in the "discouraged" group described by labor authorities as individuals who have ceased to seek employment. The language barrier, absence of entry level job skills and significant cultural adjustment problems present insurmountable obstacles to success in an increasingly competitive labor market, unless special programming is made available. The Mercer County Vocational-Technical School's Hispanic Vocational Education Program is an attempt at just such programming.

GOALS

The goals are: 1) To demonstrate that bilingual vocational education can operate most effectively through the combined use of the facilities and resources of a community college and a neighboring vocational school; 2) To raise the reading level of performance; 3) To provide the appropriate vocational training so that every participant possesses the entry level skills in one of four occupational areas; 4) To integrate into the learning environment a lasting program of career and personal counseling which emphasizes adaptation to the dominant culture; 5) To secure suitable placements for all participants; 6) To crystallize a framework for project continuation at minimal cost.

ESSENTIAL ELEMENTS OF THE PROGRAM

Community awareness of the Mercer County Hispanic Vocational Education Program was gained through the work of the Puerto Rican Congress, a Statewide group active in fostering Hispanic causes, headquartered in Trenton, with assistance from the DVECP LEP Coordinator. Flyers were distributed in churches and community centers; radio announcements, in English and Spanish, were made as were television interviews. Local businesses have been contacted and have supplied specific training strategies and support. The program activities should increase the awareness of LEP persons in the availability of vocational and other educational programs and supply role models in the community.

A model for linking the facilities and resources of a community group, a community college and a vocational school will be developed and refined. A report containing a log of linkage activities, recruitment procedures, topical outlines, sample lesson plans, and evaluation forms will be disseminated through the LEP Task Force.

EVALUATION PROCEDURES AND RESULTS

No formal evaluation or follow-up procedure was indicated.

Placement of disadvantaged students in jobs related to training is the built-in termination activity of this program. It is felt that participating L.E.P. students will be in a position to enter "mainstream" educational programs at Mercer County Vocational-Technical Schools and/or Mercer County Community College.

PROGRAM TITLE: LANDSCAPING (HORTICULTURE)

CONTACT PERSON: JEROME GOLD

TELEPHONE: (609) 227-6000 **TITLE** DIRECTOR OF VOC. ED.

SCHOOL NAME: DEPTFORD HIGH SCHOOL

ADDRESS: 575 S. FOX RUN ROAD

DEPTFORD, NEW JERSEY 08096

TOTAL DISADVANTAGED POPULATION SERVED 29 STUDENTS

SEX

MALE: 23

FEMALE: 6

RACE: BLACK, WHITE

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT.

OVERVIEW

The Deptford High School Landscaping Project utilizes the skills associated with landscaping, and horticulture to advance the academic and economic position of students with special needs. In general, the project's participants are disadvantaged due to insufficient communication and computation skills, and/or experience difficulty in forming responsible relationships in a traditional classroom environment without special assistance. In addition, project participants are viewed by school officials as potential drop-outs.

GOALS

The Deptford High School Landscaping Project is designed to accomplish pragmatic objectives. The project seeks to provide participants with the skills and knowledge essential to become competent employees in landscape/horticulture or a related field.

1. To train competent employees.
2. To provide work experiences in landscape and nursery work.
3. To develop interest in the occupations related to the horticulture area.
4. To train students in the use and repair of tools involved in this occupation.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Deptford High School project relies heavily on community involvement to support its objectives and provide many of the operational elements that make the project viable. To this extent, the Deptford Landscaping project works through the Future Farmers of America (FAA) to perform numerous and varied community service programs. These programs take on the form of activities such as rebuilding city parks, benefit programs for senior citizens, and reconstructing community play and recreational fields. In return, the project participants receive hands-on experience in many of the skills that comprise the Landscaping/Horticulture profession.

EVALUATION PROCEDURES AND RESULTS

Through the use of a telephone follow-up study the Deptford High School Landscaping project tracks its graduates and measures its effectiveness. One apparent result is the successful entry of graduates into the job market. In addition, many participants that exhibit satisfactory academic ability go on to pursue post-secondary education in agriculture at local colleges and universities.

PROGRAM TITLE: LANDSCAPE/HORTICULTURE

CONTACT PERSON: JAY TREGELLAS

TELEPHONE: (609) 468-1445 TITLE PRINCIPAL

SCHOOL NAME: GLOUCESTER COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

ADDRESS: BOX 186, TANYARD ROAD

SEWELL, NEW JERSEY 08080

TOTAL DISADVANTAGED POPULATION SERVED 17 STUDENTS

SEX

MALE: 5

FEMALE: 12

RACE: WHITE, HISPANIC

DISADVANTAGED CATEGORIES: INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Gloucester County Area Vocational-Technical Landscape/Horticulture program for the disadvantaged is designed to meet the vocational needs of the student as well as the employment needs of the industry.

The field of Landscape/Horticulture has been identified, by county agencies, as lacking a sufficient number of skilled workers. Students exhibiting insufficient communication and computation skills; who are at least two years below grade level for their age; and who are potential dropouts, are given an opportunity, through this program, to develop vocational-technical basic skills compatible with their aptitudes and aspirations.

GOALS

The goals are to:

1. gain job-entry level skills in Landscape/Horticulture.
2. gain a broad exposure to his/her specialized field of interest.

ESSENTIAL ELEMENTS OF PROGRAM

This program provides disadvantaged students with the skills and related knowledge, which will enable them to seek employment in the field of Landscape/Horticulture.

The community's contribution to this program takes a number of forms.

A. Program Advisory Committee input
B. Involvement with the Gloucester County Agriculture Agent.

ESSENTIAL ELEMENTS OF THE PROGRAM

C. FFA plant sale programs
D. CIE placements within the county.

EVALUATION PROCEDURES AND RESULTS

A 1-3-5 year follow-up study is conducted yearly by guidance personnel. The following data are the result of such studies.

	1977 GRADUATES	1979 GRADUATES	1981 GRADUATED	TOTAL
EMPLOYED OUT OF TRADE	4	4		8
EMPLOYED IN THE TRADE	5	5	6	15
ATTENDING COLLEGE TECHNICAL SCHOOL			3	3
UNEMPLOYED			2	2
TOTAL	9	8	11	28

PROGRAM TITLE: MARKETING AND DISTRIBUTIVE EDUCATION

CONTACT PERSON: MANNY FRIEDMAN

TELEPHONE: (201) 733-6819 **TITLE** TEACHER/COORDINATOR

SCHOOL NAME: WEST SIDE HIGH SCHOOL

ADDRESS: 403 SOUTH ORANGE AVENUE
NEWARK, NEW JERSEY 07103

TOTAL DISADVANTAGED POPULATION SERVED APPROXIMATELY 80, GRADES 11 & 12

SEX

APPROXIMATELY
MALE: 37

FEMALE: 43

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS: POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The West Side Marketing and Distributive Education Program for the Disadvantaged is designed to aid such students in completing high school. It also provides an opportunity for these disadvantaged students to discover career objectives or to go on to further their educations.

The targeted disadvantaged population has been characterized as having chronic discipline problems, lacking sufficient communication and computation skills, as being potential drop-outs, and are at least two years below grade for their age.

GOALS

The goals are: 1) to introduce the student to the field of marketing; 2) to make him/her aware of the many and varied opportunities that are open to the student in this field, and 3) provide the student with an educational experience which will enable him/her to achieve success and satisfaction.

ESSENTIAL ELEMENTS OF THE PROGRAM

The West Side High School Marketing and Distributive Education Program for the Disadvantaged creates a close relationship between the school and community; a closer understanding between business and education. It also creates within the school a feeling of satisfaction derived from having rendered a distinct service to the students; it creates excellent public relations by allowing business and the community to test a product of the school system; and finally it creates a work experience laboratory in which to train and learn.

For the business sector in particular, it supplies trained personnel thus eliminating, at least to some extent, the time and cost of hiring/training; it assures a constant and on-going, well-instructed supply of part-time employees; an upgrading of present employees; it provides help in training part-time prospective employees; and it provides opportunities for careful selection of desirable candidates for distributive occupations.

EVALUATION PROCEDURES AND RESULTS

A detailed statistical follow-up study is conducted annually.

PROGRAM TITLE: MASONRY

CONTACT PERSON: EARL L. MURPHY

TELEPHONE: (609) 989-2431 **TITLE** VICE PRINCIPAL

SCHOOL NAME: TRENTON CENTRAL HIGH SCHOOL/VOCATIONAL DIVISION

ADDRESS: CHAMBERS STREET

TRENTON, NEW JERSEY 08609

TOTAL DISADVANTAGED POPULATION SERVED 2,650

SEX *

MALE:

FEMALE:

* INFORMATION IS UNAVAILABLE

RACE: ASIAN, BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE; EVIDENCE OF PREVIOUS FAILURES; BELOW GRADE LEVEL IN READING.

OVERVIEW

The Trenton Central High School Masonry Program for the disadvantaged targets those students that have been characterized as chronic discipline problems, lacking sufficient communication and computation skills, are seen as potential drop-outs, and are at least two years below grade for their age.

Studies indicate that additional skilled people are needed in the trades, expecially disadvantaged minorities. Trenton Central High School serves a great proportion of this type of student. It is important, therefore, that it offer programs of instruction which are suitable, desirable, and in areas where jobs are attainable. Their Masonry program for the disadvantaged provides the necessary entry level skills which will aid these students in becoming acceptable for the trades. The program is designed to explore all phases of the trowel trades.

GOALS

The primary goal of this program is to familiarize the student with the world of work, of which the masonry trade is only one of the many facets.

1. Develop a positive attitude toward work.
2. Know the mechanics of the trowel trades.
3. Develop an appreciation of architecture not only in its functional sense, but aesthetically as well.
4. Cultivate good work habits, and a sense of responsibility.
5. Create a feeling for craftsmanship and personal pride in themselves and their work.
6. Demonstrate the importance of cooperation.
7. Be able to accept corrective criticism.
8. Good safety habits and practice them.
9. Students will become aware of what is expected of them by industry.
10. Develop entry level skills.

ESSENTIAL ELEMENTS OF THE PROGRAM

This is a program designed to enable disadvantaged students to become entry level employees in the masonry trade and to become apprentices. This program enables students to gain the skills necessary to become Artisans. Since many of the students are disadvantaged minorities in this program aids them in becoming part of a group that will help to balance the work force.

Without this type of program at the High School level it would be very difficult if not impossible for these individuals to enter the skilled trades.

The methods used to aid these students are, demonstrations by the instructor, slide presentations and overhead transparencies. In addition, students are assigned projects to construct. This affords the student hands-on experience. The projects are so designed so that the students will be exposed to a wide variety of the skills used in the trowel trades.

The program's contribution to education lies in the fact that all people are not suited for the same types of occupations. the vocational occupational trades area, of which masonry is one of the subjects taught, teaches students interested in that type of work, the necessary skills to obtain a job, have success on the job and maintain their positions. The pay is excellent in this area, the job is rewarding and there is always a demand for skilled workers. Students in the skilled trades area receive the same academic training as other students and also receive the necessary math, blueprint reading and any other specialized training related to their skill areas.

EVALUATION PROCEDURES AND RESULTS

Upon completion of this program, students are expected to enter some phase of the masonry trade. All students are encouraged to become apprentices.

Since there is no formal follow-up procedure or the personnel to do this job, it is difficult to provide accurate statistics in this area. However, it is estimated that fifty to sixty percent enter the trade and others use their experiences and knowledge to become involved in related or similar jobs.

PROGRAM TITLE: PROJECT PROMISE

CONTACT PERSON: HERBERT MCNEIL

TELEPHONE: (201) 329-4044 EXT 254 **TITLE**

SCHOOL NAME: SOUTH BRUNSWICK HIGH SCHOOL

ADDRESS: MAJOR ROAD

MONMOUTH JUNCTION, NEW JERSEY 08852

TOTAL DISADVANTAGED POPULATION SERVED 46 STUDENTS

SEX

MALE: 26

FEMALE: 20

RACE: ASIAN, BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE; EDUCATIONALLY DISADVANTAGED; HANDICAPPED.

OVERVIEW

Project PROMISE is designed to give technical assistance to disadvantaged students in an alternative educational program through a specially focused curriculum of academic training and vocational programs. Project PROMISE identifies its target disadvantage group as those students who have traditionally left school before graduation due to, among other causes, alcoholism, drug abuse, school phobia, instability, or poorly developed academic skills. The ultimate goal of the program is to provide these students with an alternative educational program that will carry them successfully to the completion of their school experience and ease their transition into the general community.

GOALS

The goals are to:

1. Reduce the resultant alienation brought on by the cause of the student's problem.
2. Improve the target student group's self image.
3. Enhance the academic skills of the target student group and facilitate their educational development.
4. Integrate these students into the life of the community.

ESSENTIAL ELEMENTS OF THE PROGRAM

Project PROMISE utilizes site visits and field trips to expose the targeted student group to a variety of occupations. Students also work as volunteers in Community service agencies. Placements are typically made in convalescent homes, geriatric day care centers and programs designed to aid the physically handicapped.

EVALUATION PROCEDURES AND RESULTS

The program's principal form of evaluation comes from a follow-up study of the target student group. The study is based on a questionnaire which is sent to students after graduation. Project PROMISE has in the last five years, seen its program participants attend four year colleges, and enter the different branches of the armed services. To date it is believed that 92% of all Project PROMISE students that have gone on to graduate are now gainfully employed.

PROGRAM TITLE: SCHOOL YEAR WORK/STUDY

CONTACT PERSON: JANE DISMUS

TELEPHONE: (201) 837-2232 EXT. 301 TITLE COORDINATOR OF EDUCATIONAL SERVICES

SCHOOL NAME: TEANECK PUBLIC SCHOOLS-TEANECK HIGH SCHOOL

ADDRESS: 1 WEST FOREST AVENUE

TEANECK, NEW JERSEY 07666

TOTAL DISADVANTAGED POPULATION SERVED 37 STUDENTS

SEX

MALE: 16

FEMALE: 21

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: LOW INCOME

OVERVIEW

The Teaneck High School - School Year Work/Study Project was initiated to meet a specific need of low-income disadvantaged students. The project seeks to provide its participants with part-time employment, while recognizing that these participants are usually unable to obtain employment due to their age, lack of skills, lack of experience, non-availability of transportation to job sites, or other reasons that prevent low-income students from finding suitable part-time employment. Since the project administrators were aware that the staff of the high school need both clerical and custodial assistance in its operation, the two groups were matched up in this work/study program.

GOALS

The Teaneck School Year Work/Study Project is designed to accomplish two interrelated objectives: 1) To provide part-time employment for low-income students; 2) To provide the school system with a needed service - clerical and/or custodial assistance for the regular secretarial and custodial staff.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Teaneck High School - School Year Work/Study Project is supported in part by community funding which is in return matched by equal amounts from State allocations. Moreover, local resources are enhanced by the project, since regular clerical and custodial staff members are freed to concentrate on more complex and detailed tasks which benefit the efficient operation of the entire system. Disadvantaged students participating in this project benefit by obtaining skills and work experience which will aid in their entry into the adult job market.

EVALUATION PROCEDURES AND RESULTS

This project seeks a day-to-day high level of operational efficiency to judge its results.

Students have been trained to operate computer terminals, do filing, typing, and other office routines which are salable in the business world. In addition, more abstract job-related skills, such as punctuality, regular attendance, task completion, and following instructions are also learned.

PROGRAM TITLE: STUDENT ALTERNATIVES IN VOCATIONAL EDUCATION

CONTACT PERSON: DR. CHARLES F. VALENTINE

TELEPHONE: (609) 692-3798 EXT 291-292 **TITLE** DIRECTOR/TAND E AND SUPPLEMENTAL PROGRAMS

SCHOOL NAME: VINELAND PUBLIC SCHOOLS

ADDRESS: 106 WEST LANDIS AVENUE

VINELAND, NEW JERSEY 08360

TOTAL DISADVANTAGED POPULATION SERVED 17 STUDENTS AT PRESENT
45 PROJECTED ENROLLMENT

SEX

MALE: 12

FEMALE: 5

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

Student alternatives in Vocational Education is designed to meet the needs of those students, who have either verbally or through behavioral patterns, expressed a general disinterest in school. Often lacking both self-esteem and motivation, these youngsters are potential drop-outs. Many of these disadvantaged students are alienated by traditional academic pursuits and methods. Their preoccupation with earning money, which is often the expressed reason for leaving school, can and should be the key to retaining them. It is believed that a primary means of establishing this retention, is an alternative academic/vocational program which will allow them to perceive the relationship between their academic/vocational studies and the direct effect on their earning ability. This program attempts to incorporate those principles which conventional Vocational Education programs often lack.

- Counselors with the vocational background and necessary time to provide the extensive guidance needed to motivate the disadvantaged student population to remain in school.
- A direct relationship between the academic program and the skills which are required for employment.
- The facilities, equipment, and tests to perform a pre-vocational evaluation and to develop an individual program.
- Educators with experience in teaching functional competencies and life skills training to disadvantaged learners.

OVERVIEW (continued)

- A philosophy of assistance, to guide the disadvantaged student through graduation, even when the student is inclined to drop out of school

GOALS

The primary goal of this program is:

1. To enable disadvantaged students to remain in school, fulfill graduation requirements, and acquire positive self-images, career attitudes, and vocational know-how through an individualized program which utilized comprehensive counseling and testing services.

   A. To identify 50 to 60 disadvantaged high school students whose poor self-esteem, poor academic achievements, and erratic attendance have earmarked them as probable drop-outs.

   B. To provide a pre-vocational evaluation consisting of tests, measurements, and formalized work sample to identify specific vocational goals, specific job types the disadvantaged student would be suited for.

   C. To measure interest, aptitudes, achievement areas, gross and fine motor skills, social skills, and personality to formulate an individualized vocational program. (INP)

   D. Development of an academic curriculum which diagnoses and remediates academic deficiency based on competency-based educational goals.

   E. To provide a career orientation program which incorporates job attitude, job awareness and job readiness skills as part of the educational strategy.

   F. To provide a comprehensive academic and vocational plan to encourage the student to remain in school.

   G. To provide flexible attendance requirements to enable students to participate in a bona fide work-study program.

ESSENTIAL ELEMENTS OF THE PROGRAM

This program benefits the entire community by permitting students,who would otherwise drop-out, to be afforded another opportunity to remain in school, learn a vocation/career, and obtain a high school diploma. Statistics suggest that the earning power of graduates is significantly improved over that of drop-outs, thus producing a monetary benefit for the community. In addition, it is a general goal of the community to provide a high school education for every student and to provide each student with the necessary skills for a productive, inspirational and rewarding life.

This program affords educators a new alternative to cope with the school drop-out problem. It is designed to offer those who are about to drop-out of school a viable, tailored alternative in order to encourage the student to remain in school and to obtain his/her diploma. In this regard, the very unique five-day assessment of the student provides the educator with the most comprehensive evaluation of the student yet possible, in order to customize the program to the specific needs of the student through an individualized vocational plan. The counseling component of this program literally provides for full-time counseling of each student so that he/she will not become discouraged or take the option of dropping out of school, but rather choose to remain on their individual vocational program through graduation.

EVALUATION PROCEDURES AND RESULTS

Student alternatives in Vocational Education is a newly instituted program for the 1981-82 school year, therefore a completed report of the evaluation procedure findings is not yet available. However, current information indicates that student attendance has improved, no student in the program has dropped-out of school, and feedback from the students indicates that they appreciate the program and intend to graduate.

Overall, of course, each student is expected to develop adequate basic skills in reading, language arts, and mathematics; to learn a career proficiently for life work; to obtain a high school diploma; and to become a productive; law-abiding citizen in the community.

Evaluation procedures consist of the following:

A. All students will be given state approved competency-based examinations in subject areas required for graduation. This will serve as the academic pre-test. As the class progresses, students will be evaluated on an on-going basis as they develop the proficiencies which are spelled out in the alternative curriculum. The success of the academic program will be measured in terms of fulfilling graduation requirements.

B. All high school students are given the Minimum Basic Skills Tests in 9th and 11th grades. Improved scores from one exam to another will provide an excellent index of success of the student's individual program.

EVALUATION PROCEDURES AND RESULTS (continued)

C. Teachers will report daily on work habits, attendance, attitudes, and overall progress in the classroom. The teacher/counselor will keep an anecdotal record for each student. Improved attendance will be a prime indicator of program effectiveness since positive self-image and attitude toward learning are the attributes that are lacking in these students.

D. The ultimate test of the merit of this program will be the retention and graduation of students who had been designated as "potential drop-outs".

E. Written evaluation of the program, based on aforementioned criteria, will be made available for interested school districts throughout New Jersey.

PROGRAM TITLE: VOCATIONAL AGRICULTURE

CONTACT PERSON: JOSEPH CRAWFORD

TELEPHONE: (201) 745-5313 TITLE INSTRUCTOR

SCHOOL NAME: NEW BRUNSWICK HIGH SCHOOL

ADDRESS: 1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NEW JERSEY 08901

TOTAL DISADVANTAGED POPULATION SERVED 32 STUDENTS

SEX

MALE: 32

FEMALE: 0

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES:

INSUFFICIENT COMMUNICATION SKILLS;

INSUFFICIENT COMPUTATION SKILLS.

OVERVIEW

The New Brunswick High School Vocational Agriculture Project is designed to add depth to the Industrial-Vocational Program offered for disadvantaged urban youth and at the same time expose these students to career opportunities they would not have otherwise. The project targets those students that have insufficient computation and communication skills; as a result, special emphasis is placed upon improving their skills. The Vocational Agriculture Project draws upon the services offered by the Middlesex County Agricultural Agent and Cook College of Rutgers University. These agencies provide the target disadvantaged student group with career information, a chance to experience the demands required by a career in agriculture and the opportunity for obtaining hands-on experience in an agricultural occupation. The over-riding goal of the Vocational Agriculture Project is to provide disadvantaged students with an opportunity to explore alternative career paths in agriculture and concurrently improve their academic performance in a traditional classroom setting.

GOALS

The goals of the Vocational Agricultural Project are both theoretical and pragmatic. The goals are to:

1. Develop an academic foundation in plant science.
2. Develop career awareness.
3. Develop employable skills in the areas of:
   a. landscape planning
   b. ground covers and turf management
   c. plant identification and caring for ornamental shrubs
   d. power equipment operation.

ESSENTIAL ELEMENTS OF THE PROGRAM:

The essential elements of the Vocational Agricultural Project exist in two parts. The project is first and foremost a comprehensive learning experience that allows the targeted students to combine the work experience of adult life with the traditional learning process. This synthesis provides the catalyst for improving academic performance and at the same time present the student with an appreciation of the skills needed for employment and personal development.

The Vocational Agricultural Program seeks the maximum support and involvement of educational, public and private enterprise organizations. These agencies and businesses provide the students with an opportunity for hands-on activities. It is through these activities that academic skills are improved and employable skills gained.

EVALUATION PROCEDURES AND RESULTS

Presently the Vocational Agricultural project does not employ a formal post-program evaluation procedure. However, the project does track its particpants after graduation and to date notes a favorable rate of accomplishments for its targeted disadvantaged student group.

PROGRAM TITLE: VOCATIONAL OUTREACH PROGRAM

CONTACT PERSON: JOSEPH C. COLOMBO

TELEPHONE: (201) 238-7577 **TITLE** DIRECTOR OF SPECIAL NEEDS

SCHOOL NAME: MIDDLESEX COUNTY VOCATIONAL & TECHNICAL HIGH SCHOOL

ADDRESS: P.O. BOX 220 - 112 RUES LANE

EAST BRUNSWICK, NEW JERSEY 08816

TOTAL DISADVANTAGED POPULATION SERVED APPROXIMATELY 200 STUDENTS

SEX

APPROXIMATELY
MALE: 175

FEMALE: 25

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS.

OVERVIEW

The Vocational Outreach Program recognizes that many local school districts in Middlesex County lack the resources to provide disadvantaged students with a diversified selection of vocational education course offerings. The program is specifically designed to augment the local district offerings by bringing into these communities the equipment and expertise essential to a strong vocational education program. Utilizing mobile trailers, the Vocational Outreach Program goes directly to the local school district and provides a greatly needed service in the least disruptive manner possible. The program is especially designed to meet the needs of students who are disadvantaged as a result of insufficient communication or computation skills and/or have difficulty in forming responsible relationships in a regular classroom environment. For many of these disadvantaged students, the Vocational Outreach Program will be their only opportunity to come into contact with vocational education.

GOALS

The Vocational Outreach Program seeks to accomplish three principal objectives. They are: 1) To develop within the local school districts of Middlesex County an awareness of vocational education; 2) To provide vocational education to local districts maintaining little or no internal capability for doing so themselves. 3) To demonstrate the positive effect vocational education has on students, in general, and in particular disadvantaged students.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Vocational Outreach Program is essentially a cooperative effort between local school districts in Middlesex County and the County Vocational and Technical High School located in East Brunswick. However, the program relies primarily on its ability to bring vocational education directly to the local district.

EVALUATION PROCEDURES AND PROGRAM RESULTS

The Vocational Outreach Program strives to develop an awareness of vocational education in the disadvantaged student population of local county districts. In doing so the program attempts to provide enough of a vocational educational experience to influence students to give secondary vocational education a try. Therefore, the program measures its level of success by the interest it generates in high school level vocational education. The program notes that in a time of decreasing enrollments, applications to the County Vocational and Technical High School remain high.

PROGRAM TITLE: WELDING

CONTACT PERSON: JEROME GOLD

TELEPHONE: (609) 227-6000 TITLE DIRECTOR OF VOC. ED

SCHOOL NAME: DEPTFORD HIGH SCHOOL

ADDRESS: 575 S. FOX RUN ROAD

DEPTFORD, NEW JERSEY 08096

TOTAL DISADVANTAGED POPULATION SERVED 31 STUDENTS

SEX

MALE: 26

FEMALE: 5

RACE: BLACK, WHITE

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS: INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT.

OVERVIEW

The Deptford High School Welding Program for the Disadvantaged targets students who are experiencing difficulty in academic work. This may be due in part to insufficient communication skills, insufficient computation skills and/or the inability to form a responsible relationship in a traditional classroom environment. Using the welding trade as a catalyst for improvement, the program seeks to prepare its students to become responsible citizens who are socially, emotionally, and economically competent.

GOALS

The Welding Program for the Disadvantaged identifies as its primary goal the training of competent welders equiped with the skills necessary to obtain entry level employment in the trade. In addition, the program's graduates are expected to develop good working habits, achieve a high degree of technical proficiency and the ability to keep abreast of new developments in the trade.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Welding Program strives for maximum community involvement in its operation. The program accomplishes this by combining the following elements:

1) A local advisory group to develop community awareness;
2) improvement and repair projects in local playgrounds and community parks;
3) a high level of participation in civic activities such as the senior citizens' Christmas program and the annual Craftsmen Fair.

EVALUATION PROCEDURES AND PROGRAM RESULTS

The Welding Program for the Disadvantaged utilizes a telephone follow-up survey of program graduates to study and measure its results.

PROGRAM TITLE: WORK EXPERIENCE CAREER EXPLORATION PROGRAM

CONTACT PERSON: ROBERT CURCIO

TELEPHONE: (201) 988-4017 TITLE COORDINATOR

SCHOOL NAME: MIDDLE SCHOOL

ADDRESS: 1200 BANGS AVENUE

ASBURY PARK, NEW JERSEY 07712

TOTAL DISADVANTAGED POPULATION SERVED 16

SEX

MALE: 12

FEMALE: 4

RACE: BLACK, HISPANIC

DISADVANTAGED CATEGORIES: INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

Asbury Park is primarily a low socio-economic area with a high unemployment problem. In many instances the children of these families do not grow up in an occupational environment. In most cases the parents are not educationally or occupationally equipped to offer their children constructive career advice.

The Middle School Work Experience Career Exploration Program (W E C E P) is designed to meet the needs of these disadvantaged students, whose attendance and grades are far below average, and need a systematically organized plan of occupational awareness.

GOALS

The goals are: 1) To improve academic achievement; 2) To improve the student's concept of responsibility; 3) To establish awareness of vocational opportunities together with a knowledge of skills and education required to enter specific vocations; 4) Establishment of a set of attainable career goals; 5) Development of an improved self-image; 6) To develop socially acceptable personal habits and behavior; 7) To develop satisfactory work habits and standards of performance.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Middle School W E C E P provides the needed link between academic instruction in the classroom and the real life experiences one needs to become a worthwhile and productive citizen in the community.

Through the combined efforts of the school, community and industry, opportunties are provided students through their part-time work experiences to learn about entry level skills and requirements for different occupations. Since these experiences are real and not simulated they have more meaning and a greater effect on the students.

EVALUATION PROCEDURES AND RESULTS

As a result of this program, students are expected to learn the disciplines necessary to cope with everyday situations relating to the world of work, and how they are also related to their everyday personal experiences.

PROGRAM TITLE: WORK EXPERIENCE CAREER EXPLORATION PROGRAM

CONTACT PERSON: HENRY A. BIRINGER

TELEPHONE: (201) 364-2400, Ext. 270 TITLE COORDINATOR

SCHOOL NAME: LAKEWOOD MIDDLE SCHOOL

ADDRESS: E. 7TH STREET & SOMERSET AVENUE

LAKEWOOD, NEW JERSEY 08701

TOTAL DISADVANTAGED POPULATION SERVED 28

SEX

MALE: 18

FEMALE: 10

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

Lakewood has the highest number of disadvantaged individuals in Ocean County--maintaining a student population that lives at home with several generations of Public Assistance. Lakewood also entertains the largest number of Hispanics in Ocean County, with all the ramifications of a separate culture.

The Lakewood Middle School Work Experience Career Exploration Program (WECEP) is designed to aid the disadvantaged young people of this community. Often these students are chronic discipline problems, lack insufficient communication and computation skills, are potential drop-outs, and are at least two years below grade for their age.

GOALS

The main goal of this program has been to prevent the potential drop-out from leaving school at age 16, and subsequently becoming a member of the unemployed work force. The staff has attempted to instill a sense of upward mobility and responsibility as a member of the community, into each of these disadvantaged students.

ESSENTIAL ELEMENTS OF THE PROGRAM

Evidence shows that this W E C E P program is a definite deterrent to drop-outs. Providing students with an opportunity to leave the rigidity of the classroom for part of the day, seems to change many disadvantaged students' attitudes toward education.

The Program's advisory committee is made up of Co-op coordinators, employers, all from the local community. Word of mouth from employer to employer has done a great deal to further the community's awareness of the Lakewood WECEP Program.

EVALUATION PROCEDURES AND RESULTS

While a formal follow-up procedure was not indicated, the results of the WECEP program have been promising. Data indicated that the long-range results would be greatly improved if there were more programs available upon entering high school. There is apparently an unfillable gap between 8th grade and students eligible in the high school for Co-op.

PROGRAM TITLE: WORK EXPERIENCE CAREER EXPLORATION

CONTACT PERSON: ROBERT SOTTILARO

TELEPHONE: (201) 826-3360 **TITLE** TEACHER/COORDINATOR

SCHOOL NAME: WILLIAM C. MCGINNIS & SAMUEL E SHULL SCHOOLS

ADDRESS: 178 BARRACKS STREET

PERTH AMBOY, NEW JERSEY 08861

TOTAL DISADVANTAGED POPULATION SERVED 18 STUDENTS

SEX

MALE: 12

FEMALE: 6

RACE: WHITE, HISPANIC

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE.

OVERVIEW

The Perth Amboy WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP) is designed to aid disadvantaged students, ages 14 to 15, in selecting and preparing for eventual career occupations. WECEP is seen as an essential part of career preparation by providing middle school disadvantaged students with occupational information and actual work experience. WECEP involves local community service and business organizations, as well as the Chamber of Commerce, in its efforts to prepare its participants for eventual integration into the "work-a-day world". The overriding goal of the program is to keep students in school, improve their performance while there and make them, overall, more knowledgeable concerning career choices. WECEP has targeted students who without special assistance experience difficulty in a traditional classroom environment, due to, among other causes, insufficient communication and computation skills; or are viewed as potential dropouts.

GOALS

The goals are to:

1. Reorient the attitude of droput prone disadvantaged youths towards the educational process.
2. Develop with n the target student group a greater awareness of the world of work.
3. Develop within the disadvantaged student group a healthy attitude toward school, employer and the greater community.
4. Expose the participating students to occupational information enabling the students to make intelligent occupational choices later in life.

ESSENTIAL ELEMENTS OF THE PROGRAM

W E C E P places students in actual work environments and in doing so attempts to make their academic training more relevant by relating their studies to the world of work and adult activities.

The combination of work experience and academic studies is seen as a way of improving student attendance, and, ability to follow instruction and take correction while in the classroom.

The Perth Amboy Chamber of Commerce and Advisory Board are extremely active in the W E C E P program and are kept informed of its progress.

EVALUATION PROCEDURES AND RESULTS

Program evaluation consists of two parts:

1) Comparision of pre and post program school performance and attendance, and,
2) Post program employment and retention of employment.

Evidence shows that participating students do not dropout of school. Records indicate that working students show a great increase in attendance compared to the year previous to employment.

Participant behavior is much more controlled and their ability to follow instructions and take constructive criticism is greatly increased.

PROGRAM TITLE: WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

CONTACT PERSON: WILLIAM J. SPENCER

TELEPHONE: (201) 454-5500 EXT - 305 M.S. EXT - 281 H.S. TITLE WECEP COORDINATOR VOCATIONAL GUIDANCE

SCHOOL NAME: PHILLIPSBURG HIGH SCHOOL

ADDRESS: HILLCREST BOULEVARD

PHILLIPSBURG, NEW JERSEY 08865-3294

TOTAL DISADVANTAGED POPULATION SERVED 24 STUDENTS

SEX

MALE: 16

FEMALE: 18

RACE: BLACK, WHITE

DISADVANTAGED CATEGORIES: CHRONIC DISCIPLINE PROBLEMS; INSUFFICIENT COMMUNICATION SKILLS; INSUFFICIENT COMPUTATION SKILLS; POTENTIAL DROPOUT; TWO YEARS BELOW GRADE FOR AGE; OTHER.

OVERVIEW

The Phillipsburg High School Work Experience Career Exploration Program (WECEP) is designed to help alleviate two persistent educational ills afflicting the local community. The first being that reportedly half the adults in Phillipsburg lack a high school diploma. The second, that the current drop-out rate at Phillipsburg High School is approximately 24%. In addition to these problems, the Phillipsburg area also suffers from economic conditions similar to other urban areas, high unemployment, and a per capita income figure that is well below the norm for the state. The Program targets those students that are disadvantaged due to insufficient communication and computation skills, performance that is two grades below age, an inability to form a responsible relationship in the traditional classroom setting and are seen as potential drop-outs.

GOALS

The Phillipsburg WECEP has selected four pragmatic objectives: 1) To help participants obtain a high school diploma; 2) To improve the attendance and discipline records of disadvantaged students while still in school; 3) To develop a strong personal self-image within participants that will help them utilize contructive criticism and provide a basis for extending cooperation among other participants and teachers; 4) To provide participants with entry level job skills.

ESSENTIAL ELEMENTS OF THE PROGRAM

The Phillipsburg WECEP blends first-hand work experience with academics and by doing so provides the participants with a greater sense of accomplishment in both areas. The Program relies heavily on community support to provide both job sites and concerned, competent supervisors to work with the program's disadvantaged students. In addition, the Phillipsburg WECEP attempts to create closer contact between traditional

academic disciplines and acts as a catalyst for initiating curriculum revision in the entire Phillipsburg (k-12) school system.

EVALUATION PROCEDURES AND PROGRAM RESULTS

Through follow-up programs and surveys the WECEP administrators track former program participants. A formal and extensive follow-up survey is conducted every five years, in addition to on-going year-to-year activities. Progress results and valuable evaluation information is obtained through cooperation with guidance offices in Phillipsburg High School, other Warren County School Systems, the Warren County Technical School, and the Warren County Adult Education Program. The Phillipsburg WECEP has been in operation for nine years and during that period 85% of its disadvantaged students have obtained a high school diploma.

PROGRAM TITLE: WORK EXPERIENCE CAREER EXPLORATION PROGRAM

CONTACT PERSON: JAMES W. BRYANT

TELEPHONE: (609) 963-6333 TITLE Director, Vocational & Continuing Education

SCHOOL NAME: PYNE POYNT MIDDLE SCHOOL

ADDRESS: 7th & ERIE STREETS

CAMDEN, NEW JERSEY

TOTAL DISADVANTAGED POPULATION SERVED 21 students

SEX

MALE: 10

FEMALE: 11

RACE: Black, Hispanic

DISADVANTAGED CATEGORIES: Potential dropouts; two years below grade for age

OVERVIEW

The Pyne Poynt School WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP) is designed to change students' negative attitudes toward school, and help them to see values and purpose in education. Geared for the drop-out prone disadvantaged student in the 14-15 age group, this program aids such students in remaining in school by helping them become more career and goal oriented.

It is a basic principal of this WECEP program, that if the students are permitted to work a few hours during the school day, there will be a financial and practical reason to continue in school.

GOALS

The goals are to:

1. Reduce the drop-out rate of disadvantaged students.
2. Provide students with information on the world of work.
3. Show students the importance of following rules and regulations.
4. Teach students responsibility.
5. Produce a more positive attitude toward school and the world of work.
6. Aid disadvantaged students in remaining in school beyond their 16th birthdays and graduate high school.
7. Enable disadvantaged students to set more realistic goals for themselves.

ESSENTIAL ELEMENTS OF THE PROGRAM

WECEP allows drop-out prone disadvantaged students to become aware of their needs in the world of work. It therefore instills in them the discipline necessary for successfully coping with the adult world. WECEP gives these students the opportunity to gain experience in dealing with people and above all responsibility.

The Camden Community as a whole, and the businesses in particular are aware of this WECEP program. It aides the business community by providing part-time workers and a potential source of business trainees. By utilizing WECEP students during their peek hours, businesses often save the expense of hiring full time employees. The students benefit as well, not only financially, but in obtaining a wide scope of experiences through their interaction with numerous community businesses.

EVALUATION PROCEDURES AND RESULTS

The primary formalized program follow-up is focused on whether or not the participating students remain in school for the entire year.

However, administrators acknowledge that after completing the Pyne Point WORK EXPERIENCE CAREER EXPLORATION PROGRAM, participating disadvantaged students reflect a more realistic outlook concerning job performance and expectations. Available information indicates that the majority of students remain in school and complete 12th grade. Many have gone on to manage businesses they once started out in as Coops. If nothing else the WECEP experience will have given these young people of Camden skills which will give them a head start on life.

PROGRAM TITLE: WORK STUDY

CONTACT PERSON: KATHLEEN BREAUX

TELEPHONE: (609) 894-4833 TITLE: COE/WORK STUDY COORDINATOR

SCHOOL NAME: PEMBERTON TOWNSHIP HIGH SCHOOL II

ADDRESS: ARNEY'S MT ROAD

PEMBERTON, NEW JERSEY 08068

TOTAL DISADVANTAGED POPULATION SERVED 25% OF THE PEMBERTON POP. IS DISADVANTAGED 2.7%

SEX **

MALE: 0

FEMALE: 12

RACE: BLACK, WHITE, HISPANIC

DISADVANTAGED CATEGORIES: FINANCIALLY DISADVANTAGED.

* DURING THE STUDENT SELECTION PROCESS NO DISTINCTION IS MADE BETWEEN SEXES.

OVERVIEW

Financially disadvantaged students are constantly in need of economic support. Through the Pemberton Township High School II Work Study Program, disadvantaged students enrolled in a vocational program are given an opportunity to acquire school year income and learn the basic skills of employer-employee relationships. Through careful selection of work study sites, the disadvantaged student gets hands-on experience in his/her vocational area.

GOALS

The goals are: 1) To establish proper job type working relationships; 2) To demonstrate proper responsibility for work completion; 3) To demonstrate responsibility for control and disposition of wages earned.

ESSENTIAL ELEMENTS OF THE PROGRAM

To date, all Pemberton Township disadvantaged work study students work for the township school system in clerical positions. The Pemberton Township Board of Education has cooperated fully with the work study program by matching all state funding intended for work study and in providing meaningful job sites with interested and helpful supervisors throughout the township schools. The work study program in turn provides the school system with part-time, vocationally-trained clerical workers.

The work study program provides the disadvantaged students with valuable hands-on experiences in his/her chosen vocational area. The student can improve upon his/her classroom achievements by forming meaningful relations between classroom and work experiences.

EVALUATION PROCEDURES AND RESULTS

As a result of their working experiences through the Pemberton Work Study Program, sophomore and junior disadvantaged students are able to make sound career decisions. Many of these students enter the Cooperative Office Education program during their senior year to further their work experiences and earn the necessary income to fulfill their future goals.

INDEXES

PROJECT DIRECTORS

PAGE

Armbruster, David.....26

Biringer, Henry A.....65

Bloomfield, Harriet.....3

Borelli, Daniel.....11

Breaux, Kathleen.....73

Brown, G.J.....51

Bryant, James W.....71

Carrigg, Fred.....9

Columbo, Joseph C.....36,60

Crawford, Joseph.....58

Curcio, Robert.....63

Dismus, Jane.....52

Dorio, Joseph.....34

Dreyer, H.....31

Filler, Ronald.....7

Friedman, Manny.....46

Gardner, Janet A..... 18

Gold Jerome 42,62

Gualino, Gina..... 9

Janik, Lucian J..... 20

Jestrich, Anthony J..... 1

Makara, Ronald 30

Manzi, A.J.....31

McCoy, Cathleen A.....16

McNeil, Herbert.....50

Moak, Betty Anne.....38

Murphy, Earl. L.....48

Scavone, Arthur.....28

Sheridan, William.....24

Smith, Jean.....13

Sottilaro, Robert.....67

Spencer, William J.....69

Tregellas, Jay.....44

Valentine, Charles F.....54

Vizzoni, Carl M 22

Walls, Thomas J.....40

Wright, Robert R.....33

EDUCATIONAL AGENCY

	PAGE
Asbury Park Middle School	63
Asbury Park High School	51
Barringer Preparatory H.S	28
Bridgeton High School	7,38
Cinnaminson High School	26
Deptford High School	42,62
East Brook Middle School	30
Emerson High School	9
Gloucester County Area Vo-Tech Sch	44
Irvington High School	18
Lakewood Middle School	65
Mercer County Vo-Tech. Schools	40
Middlesex County Vo-Tech H.S	36,60
Millville Senior High School	24
Mitchell Building	3
Newark Science High School	34
New Brunswick High School	58
Newton High School	5
Oakcrest High School	1
Overbrook Regional Senior H.S	11
Passaic County Learning Center	16
Pemberton Twp. H.S. II	73
Perth Amboy High School	20
Phillipsburg High School	69
Pyne Poynt Middle School	71
Robert Stacy School	13
South Brunswick H.S	50
Teaneck High School	33,52
Trenton Central H.S	22,48
Vineland Public Schools	54
West Brook Middle School	31
West Side High School	46
William C. McGinnis & Samuel E. Shull Schools	67

MUNICIPALITIES/SCHOOL DISTRICTS

	PAGE
Asbury Park	51,63
Bridgeton	7,38
Burlington	13
Camden	71
Cinnaminson	26
Deptford	42,62
East Brunswick	36,60
Elizabeth	3
Irvington	18
Lakewood	65
Mays Landing	1
Millville	24
Newark	28,34,46
New Brunswick	58
Newton	5
Paramus	30,31
Paterson	16
Pemberton	73
Perth Amboy	20, 67
Phillipsburg	69
Pine Hill	11
Sewell	44
South Brunswick	50
Teaneck	33,55
Trenton	22,40,48
Union City	9
Vineland	54